DOCUMENT RESUME

ED 212 436 RC 013 171

TITLE	The Bilingual Bicultural Child and Special Education. Report of the Arizona Identification Model Task Force.
INSTITUTION	Arizona State Dept. of Education, Phoenix. Div. of Special Education.; Southwest Regional Resource Center, Salt Lake City, Utah.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jul 76
NOTE	95p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Admission Criteria; Biculturalism; *Bilingual Students; College Role; Community Involvement; *Disabilities; Due Process; *Educational Diagnosis; Educational Finance; Elementary Secondary Education; Evaluation Criteria; Financial Needs; Guidelines; Human Relations; Human Services; Inservice Education; Inservice Teacher Education; Paraprofessional School Personnel; Parent Participation; Rural Areas; *Special Education; Student Characteristics; Student Needs; Student Rights; Teacher Attitudes
IDENTIFIERS	*Arizona; Bilingual Special Education; *Diagnostic Development Project; Task Force Approach

ABSTRACT

This service model on special education for bilingual, bicultural handicapped children features the Arizona Task Force recommendations to local education agencies, to colleges and universities, and to human service organizations. A list of Task Force participants, introductory material, and a list of definitions are followed by information and recommendations for local education agencies; these cover: the rights of bilingual/bicultural children and their parents concerning special education services; guidelines for child-centered processes related to the provision of special education services; suggestions regarding parent and community involvement; specific preparation needed by special education paraprofessionals; special education services for children in rural/remote areas; and funding and resource necessities for implementation of Task Force recommendations. Recommendations to the Arizona Division of Special Education cover training of school personnel, services for bilingual/bicultural handicapped children in rural/remote areas, and the role of the Division of Special Education in providing needed services. Recommendation to colleges and universities concern the institutional role in meeting training needs of teachers and supportive personnel who work with special education students. Recommendations to human service organizations involve creation of school child advocate positions to protect the rights and interests of bilingual/bicultural students. Appendices contain supplementary information. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212436

SOUTHWEST REGIONAL RESOURCE CENTER
ARIZONA DIAGNOSTIC DEVELOPMENT PROJECT

REPORT OF THE ARIZONA IDENTIFICATION MODEL TASK FORCE

THE BILINGUAL BICULTURAL CHILD AND SPECIAL EDUCATION

This document was developed from a grant under Title VI, Part B, of Public Law 93-380, by the Arizona Diagnostic Development Project. Therefore, opinions or recommendations stated herein do not represent the current policy of the Arizona Department of Education or the Federal Government.

RC013171

JULY, 1976

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Department of Education Action Regarding Identification Model Task Force Recommendations

In consultation with Jon Moser, Task Force Coordinator, the Arizona Division of Special Education is presently conducting a comparison of this document with relevant laws and regulations on the federal and state levels. From this analysis, along with further communications between Division of Special Education and Arizona Diagnostic Development Project personnel, a decision regarding how the Department of Education will respond to these Task Force recommendations is expected.

TABLE OF CONTENTS

	PAGE
LIST OF TASK FORCE PARTICIPANTS	1
INTRODUCTION	5
DEFINITION OF TERMS	8
INFORMATION AND RECOMMENDATIONS FOR LOCAL EDUCATION AGENCIES	12
Rights of Bilingual/Bicultural Children Being Considered For Or Receiving Special Education Services and Their Parents	13
Guidelines For Child Centered Processes Related To The Consideration For Or Provision of Special Education Services	18
Human Relations	30
Parent and Community Involvement	31
Attitudes and Expectations of School Personnel	37
Paraprofessional Recruitment and Training	40
Special Education Services for Children in Rural/Remote Areas	44
Funding, Resource Or Potential Actions Needed In Order To Implement Certain Recommendations of This Task Force	46
RECOMMENDATIONS TO THE DIVISION OF SPECIAL EDUCATION, ARIZONA DEPARTMENT OF EDUCATION	57
RECOMMENDATIONS TO COLLEGES AND UNIVERSITIES IN THE STATE OF ARIZONA	63
RECOMMENDATIONS TO HUMAN SERVICE AGENCIES INTERESTED IN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	66

PAGE

APPENDICES 68

A. ITEMS FOR FURTHER TASK FORCE ATTENTION 69

B. SELF ADMINISTERED DUE PROCESS GUIDE 71

C. SECTION ON PRIMARY LANGUAGE DETERMINATION FROM THE OFFICE FOR CIVIL RIGHTS 74

D. MEDICAL EVALUATION FOR SPECIAL EDUCATION 78

E. ADAPTIVE BEHAVIOR EVALUATION 79

F. UNRESOLVED TASK FORCE ISSUES 81

LIST OF

TASK FORCE

PARTICIPANTS

ARIZONA IDENTIFICATION MODEL TASK FORCE PARTICIPANTS

Ms. Julia Abalos
Nogales Public Schools
Nogales

Ms. Phyllis Antone
Indian Child Services
Phoenix

Mr. John Arnold
Portable Practical Educational Preparation
Tucson

Ms. Julieta Bencomo
Trustee, Phoenix Elementary School Dist.
Phoenix

Mr. Guillermo Blanco
Glendale Elementary School Dist.
Glendale

Ms. Lena Bravo
Peach Springs

Ms. Betty Carlos
Indian Child Services
Phoenix

Mr. Robert Covarubias
Tempe Elementary School District
Tempe

Ms. Martha Clark
Roosevelt School District
Phoenix

Mr. Israel Dominguez
Arizona State University
Tempe

Ms. Lillian Fayuant
Indian Child Services
Phoenix

Mr. Lauro Garcia
Guadalupe Organization
Guadalupe

Ms. Rebecca Gardea
City of Glendale
Glendale

Mr. Albert Gomez
State Department of Education
Santa Fe, New Mexico

Mr. Kenneth Groscost
Mesa School District
Mesa

Mr. Juan Gurule
Maricopa Tech. Community College
Phoenix

Ms. Lillian Gutierrez
Ariz. Assoc. for Children w/SLD
Yuma

Ms. Myrtle Gutierrez
Littleton School Dist.
Cashion

Mr. Jim Hazzard
Pinal County School Office
Florence

Ms. Herma Hightower
Title I, Dept. of Education
Phoenix

Mr. Jerry Hill
Bureau of Indian Affairs
Albuquerque, New Mexico

Mr. Al Joseph
Gila River Indian Community
Education Department
Sacaton

Mr. Dave Kennon
Tucson School District
Tucson

Dr. Warren Kingsbury
Cultural Awareness Center
Trilingual Institute
Phoenix

Mr. Sam Lena
Pima County Board of Supvrs.
Tucson

ARIZONA IDENTIFICATION MODEL TASK FORCE PARTICIPANTS

Ms. Dora McGrew
Dysart School District
Peoria

Ms. Virginia McNeel
Tolleson School District
Tolleson

Ms. Phyllis Medley
Dysart School District
Peoria

Mr. Pepe Martinez
Valle del Sol
Phoenix

Mr. Jose Mejia
Trevor Brown High School
Phoenix

Ms. Diana Pak Moser
Tempe

Mr. Rene Munoz
Peach Springs Elementary School Dist.
Peach Springs

Mr. Ramon Paz
Nogales Public Schools
Nogales

Mr. Alex Perez
Glendale Elementary School Dist.
Glendale

Dr. Daniel Peterson
Northern Arizona University
Flagstaff

Ms. Jo Pitts
Glendale Elementary School Dist.
Glendale

Dr. Alfonso Prieto
Arizona State University
Tempe

Ms. Martha Quintanar
Nogales Public Schools
Nogales

Ms. Norma Lee Ruterman
Douglas High School
Douglas

Mr. Gene Sekaquaptewa
Hopi Publishers
Second Mesa

Mr. Loren Sekayumtewa
Navajo Tribal Office of
Social Services
Window Rock

Mr. Joe Semones
Maricopa County Accom. School
Williams Air Force Base

Dr. Marilyn Seyman
Mesa Community College
Mesa

Ms. Anna Solley
Arizona State University
Tempe

Dr. Ingrid Swenson
Tempe Union High School Dist.
Tempe

Dr. Pearl Tang
Maricopa County Health Dept.
Phoenix

Mr. Farrell Whitey
Gila Crossing Day School
Laveen

Mr. Norm Wilcox
The Navajo Tribe
Window Rock

ARIZONA IDENTIFICATION MODEL TASK FORCE PARTICIPANTS

Southwest Regional Resource Center Liaison

Ms. Donna Gough
Salt Lake City, Utah

Arizona Diagnostic Development Project Personnel

Mr. Jon Moser
Task Force Coordinator

Mr. William Hurtgen
Project Director

Ms. Maxine Glancy
Secretary

Ms. Peg Heltemes
Secretary

INTRODUCTION

In late 1974, the Southwest Regional Resource Center (then known as the Rocky Mountain Regional Resource Center), serving Arizona, Utah, Nevada, New Mexico, Colorado, and the Bureau of Indian Affairs, offered to sponsor separate Task Force meetings for each of these constituent elements. The purpose of these congregations was to delineate a service model which would be acceptable throughout the region for handicapped children, or those suspected of being handicapped.

The Arizona Identification Model Task Force convened on the 9th and 10th of January in 1975. It was organized and chaired by William F. Hurtgen, Director of the Arizona Diagnostic Development Project, a federally funded assistance arm to the Arizona Division of Special Education. At that time, it was decided that, given Arizona's needs and level of development, this group's efforts would be better spent by dealing with the issue of special education in relation to the bilingual/bicultural child.

Further work in this area was delayed until August of 1975, as the Arizona Diagnostic Development was in search of an individual to assume full time responsibility for coordinating this Task Force. Beginning that month, Jon Moser was hired to reactivate the Task Force and establish future direction. The Task Force reconvened on September 25th and 26th of 1975. Thirty participants were invited, fifteen of whom had attended the initial January meeting and fifteen who were newly recruited.

During this September meeting, members agreed upon the basic charge of the Task Force, to develop a guidelines document for local education agencies, which would deal with service delivery, relative to the bilingual/bicultural child and special education. Task Force members then identified issues felt to be cogent to the basic topic. These issues were grouped into committee formats. Based upon individual interest and expertise, the participants selected the committees on which they desired to serve.

The membership was encouraged to solicit the committee participation of other individuals who could also make significant contributions to the Task Force work. As a result, there are currently some fifty persons who have offered their time and services to the Task Force in one form or another. These committees met at various times during the months of October through January to synthesize recommendations regarding their areas of study.

The Task Force united for the third time on the 26th and 27th of February, 1976, to revise the recommendations produced by their respective committees. They were also provided the opportunity to react to the work of other committees on which they had not served. As a consequence of the February 1976 sessions, a draft of this publication was synthesized, to solict additional feedback from Task Force members and other interested persons prior to its preparation in final form.

This document is the result of the preceding process. It is easily apparent that the Task Force, while not ignoring its primary responsibility of producing guidelines for local education agencies, has made recommendations well beyond this scope. This arose due to a growing realization by Task Force members that the complete satisfaction of its obligation cannot be achieved merely by directing guidelines at Arizona's Local Education Agencies. The junior colleges and

universities can best meet the personnel training needs. The Arizona Division of Special Education's leadership and information dissemination role put it in a position to assume responsibility for certain Task Force recommendations, simultaneously helping to avoid unnecessary duplication of effort among local school districts. Human service organizations can do their part to protect the rights and interests of bilingual/bicultural children and parents in a manner which would be difficult, if not impossible, for those within the educational system to do. Correspondingly, it is desired that all parties to whom this Task Force directs its recommendations apply the best of their ingenuity and effort to affect service delivery of the highest educational caliber to the target population of children.

As readers will note, the Task Force work has not been completed. It was determined that additional study and effort is needed for concerns heretofore not specifically addressed by the membership. These follow-up activities receive further elaboration in Appendix A, "Items for Further Task Force Attention."

Correspondence about any matter related to the topic of this paper may be directed to:

Jon Moser
Program Specialist (Task Force Coordinator)
Arizona Diagnostic Development Project
Division of Special Education
Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007

DEFINITION OF TERMS

Adaptive Behavior

" . . . the effectiveness of an individual in coping with the natural and social demands of his or her environment." (Page 5, American Association for Mental Deficiency Adaptive Behavior Scale Manual, 1974 Revision.)

Behavioral Assessment

A means of evaluation from which data is gathered based upon observations of a subject's overt behaviors.

Bilingual/Bicultural Child

For Task Force purposes such a child meets one or more of the following criteria:

a. is non-Caucasion

b. his/her first acquired language is other than English

c. the language most often spoken by the child is other than English

d. the language most often spoken in the child's home is other than English regardless of the language spoken by the child

Comprehensive Individual Evaluation

This includes, but is not limited to:

a. a complete intellectual evaluation. If the child speaks a language or dialect other than standard English, this evaluation should be bilingual.

b. an educational evaluation

c. Perceptual-Motor assessment

d. an estimate of adaptive behavior

e. medical information

Normally, a comprehensive evaluation of a child should take place only after less time consuming and costly sources of information have been tapped (such as gathering problem specific data from teachers, conducting in class observations, other forms of behavioral evaluations or criterion referred assessment), and that based upon this data, appropriate regular class strategies have been generated and found to be unsatisfactory over a reasonable period of time.

Criterion Referenced Assessment

Determining an individual's status with respect to a standard of performance. This does not involve interpersonal comparisons, as does norm referenced assessment.

Differential Criteria

Guidelines for the special education placement of bilingual/bicultural children which may vary from those utilized for other children. Differential criteria are included in this document to help prevent the inappropriate special education placement of bilingual/bicultural children.

Handicapped Child

One of lawful school age who, due to physical, mental, or emotional characteristics, or a combination thereof, is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction, and needs special instruction, special ancillary services, or both to achieve at levels commensurate with his ability.

Least Restrictive Alternative

The principle that handicapped children must be educated in the program which meets his/her needs and is the option which, to the greatest degree, gives the child the opportunity to be with nonhandicapped students.

Multidisciplinary Conference

Synonymous with the definition for placement conference.

Placement (or Multidisciplinary) Conference

A meeting of individuals as prescribed by the Special Education Conditions and Standards to discuss and develop understanding of the results of a child's evaluation, the child's eligibility for special education placement, and the proposed placement or alternative programs if any.

Placement Review Team

A group of individuals charged with periodic evaluation of the decision made by a multidisciplinary (placement) conference. Members should include, but are not limited to:

a. the child's instructor(s)

b. designated educational specialist(s)

c. the parent(s)

d. the child

Primary (or Home) Language

This is defined as the result of the methods used to determine such as stipulated in Appendix C of this document.

Professional Staffing

A meeting normally involving only the professional personnel who are participating in the assessment or educational programming processes for a referred child.

Referral Review Committee

A group of individuals responsible for determining appropriate action(s) after a child has been referred to special education services. Members should include, but need not be limited to:

a. the referring person

b. the principal

c. the child's teacher

d. a representative of special education services

Regular Education

The educational program generally offered by a local education agency to the majority of its students.

Special Education

The adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for children determined to be gifted or handicapped. Normally, it should be established that such children have not profited from the regular school curricula, even with the use of supplementary aids, services, and educational strategy modifications.

INFORMATION AND RECOMMENDATIONS

FOR LOCAL EDUCATION AGENCIES

Rights of Bilingual/Bicultural Children Being Considered For Or Receiving Special Education Services and Their Parents

I. For a child, these rights include, but are not limited to:

A. Making a self referral for evaluation

B. When warranted, testing which is racially and culturally non-biased.

1. The Task Force recommends that, before such testing, the child be informed of:

a. its nature and purpose

b. the possible outcomes as a result of this process

2. It is recommended that the examiner share his/her initial impressions with the child immediately following the evaluation.

3. The child should have the opportunity to read and/or have interpreted for him any written reports of testing or other components of a comprehensive evaluation.

4. If the child is capable and so inclined, (s)he should have the right to respond in writing to any evaluation reports regard-him/her with a record of this maintained in his/her school files.

C. When necessary, placement in a special education program commensurate with his/her abilities and needs.

1. The Task Force recommends that the child normally be asked to approve or disapprove the placement for which (s)he is being considered.

D. If handicapped, education with children who are not handicapped, and assurance that special classes, separate schooling, or other removal from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved.

1. The Task Force advocates that a bilingual/bicultural child not be placed in any special education setting unless it is documented that:

a. Particular attempts, in the form of supplementary aids and services, or modifications in educational approaches have been tried in the regular classes.

b. These have been employed for a period of at least 60 calendar days.

c. If the supplementary aids, services or strategy modifications are not satisfactory, that explanations as to why be included as part of the child's records.

E. If a child is provided special education services, periodic review of educational placement.

1. The Task Force recommends that the multidisciplinary conference assume the duty of establishing the specific (exit) criteria to be attained for a child to move from the special to regular education setting. When appropriate, Behavioral or Criterion Referenced criteria should be employed in addition to or exclusive of results based upon tests giving grade level or intellectual functioning scores.

F. An equal educational opportunity, including every right and privilege accorded to all children.

1. For Gifted programs the Task Force advocates that children of any racial, linguistic or ethnic group be enrolled in substantially the same percentages as those in the group in the district as a whole.

G. Freedom from discrimination which is based on color, creed, sex or handicapped status.

H. Due process in all proceedings (For further guidance regarding this, see Appendix B, "Self Administered Due Process Guide").

1. It is suggested that bilingual/bicultural children be informed of and at the parents' discretion, involved in all meetings regarding his/her educational status and planning. As much as possible, the Task Force urges that school personnel encourage parents to permit this.

II. For the parents, these rights include, but are not limited to:

A. Receiving <u>all</u> communication, oral and written, in the primary language of the home.

1. If the home language of the parent is other than English, the school should provide the services of an interpreter during all contacts between parents and school personnel.

B. To request a referral of their child for assessment.

C. Being notified of a referral of their child.

1. The Task Force recommends that a referral review not take place until the parents have been:

a. notified of this action

b. thoroughly counseled regarding the reasons for referral and the possible outcomes as a result

c. advised of their rights

d. given the opportunity to respond to a simple needs assessment procedure which reflects their educational desires for their child

2. If their child is referred for or receiving special education services, parents should be notified of the availability of a child advocate's services if such persons have made themselves known to the school or district. Information should include the advocate's name, address, telephone number and, if applicable, organizational affiliation.

3. During all contacts with school personnel, parents should have the right to be accompanied by another individual of their choosing, if they desire.

4. It is recommended that parents be informed of, and if they choose, involved in all meetings about their child's educational status and planning, including but not limited to:

   a. the referral staffing

   b. reports of assessment results and recommendations

   c. the multidisciplinary or placement conference

   d. educational planning

   e. reviews of the child's progress

   f. Parents should have the option of allowing their child to participate in the above proceedings. As much as possible, it is suggested that school personnel encourage the parents to authorize the child's presence.

D. Access to the educational records of the student and the right to authorize or refuse to authorize the release of records.

1. The Task Force recommends that an authorized and properly identified parent have the right to inspect their child's records upon demand and without unnecessary delay, assuming that a person listed by the school district as having access to the records is available to secure them.

2. All decisions relative to the child's educational assessment, planning sessions and review meetings should be in written form and maintained as a part of his/her records. Signatures of those participating in each session should be included. When the primary language of the home is other than English, records of these decisions should also be maintained in the second language.

3. It is recommended that schools routinely establish and maintain a record of authorized parents. This information should be a part of each child's school records.

E. Authorize or refuse to authorize evaluation of their child

1. If an evaluation is completed, the parent should be able to:

a. read and/or have interpreted for them any written reports of an evaluation.

b. respond in writing to the report's contents with this maintained in the child's school records.

F. To obtain an independent evaluation

1. If the parents desire a second evaluation and/or professional opinion, they should have the opportunity to request this service from other qualified personnel within the school district, as opposed to immediately seeking such from an individual who is independent of the district.

G. To receive written notification before a change in the educational placement of the child

H. To participate in the proceedings at which special education placement of their child is being considered and to indicate by signature their:

1. Understanding of any proposed placement

2. Understanding of their rights

3. Authorization or otherwise of the proposed placement

4. Understanding of their right to approve or disapprove any subsequent placement changes.

I. To present complaints or request an impartial due process hearing with respect to any matter related to their child's:

1. Identification

2. Evaluation

3. Educational placement

4. Receipt of a free, public education.

Guidelines for Child Centered Processes

Related to the Consideration for or

Provision of Special Education Services

I. Exceptions To These Guidelines

These guidelines are not intended to be, and should not be construed as being, absolutes. They do not have the effect of law, but instead are designed as rules of thumb to assist the responsible persons when determinations must be made. Nonadherence to guidelines from time to time should not make decision makers uncomfortable if the reasons for doing so are believed to be valid. Viewed in the proper perspective, guidelines, like test results, are aids in making judgments. Neither guidelines or test results removes the ultimate responsibility for decisions from the persons making them.

Thus, there will be certain children who according to the guidelines in this chapter will not qualify for a special education placement, but in the judgment of those on the placement conference should receive such services due to extraneous factors not accounted for in this paper.

As an example, a bilingual/bicultural child being considered for an educable mentally handicapped placement may function very well on a reading test, showing performance which is far above the 20th percentile in relation to his/her norm group. By the guidelines as stated herein, (VI, A, 1) this child would not qualify for such a placement. However, if in the opinion of the placement conference members, (s)he has shown an idiosyncratic or unique ability, not deemed to be a true indication of possible higher intellectual potential, this guideline could be overridden.

In such extraordinary instances, it is recommended that any document which proposes the provision of special education services, in conflict with the following stipulations for bilingual/bicultural children, specify the guideline(s) not being followed and the rationale for the deviation. For the protection of all and basic accountability purposes, it is recommended that this explanation be maintained as a part of the child's school records.

II. Screening Processes

All screening materials should be maintained in the student's records.

A. Upon entrance (initial or transfer) of the child to school, the parent or guardian should be asked to provide brief information about the child's adaptive behavior. This information should be gained by interviewing the parent in his/her primary language. To the extent practicable, the questions should deal with the assessment of specific behaviors.

B. A health assessment should be a routine component of the screening process. It should provide information regarding the following:

1. visual

2. auditory

3. dental

4. personal and familial medical history

5. physical and developmental growth history

6. current health status

C. Assessment of primary or home language, considering:

1. standard English usage

2. standard other language usage, if any

3. any mix of languages or dialect which may be spoken

(For additional guidance, refer to Appendix C)

D. No less than three months after the child has entered school, the following screening procedures should be completed.

(Note: As mentioned in Section I of these guidelines, there may be children who, due to a suspected handicapping condition, should be screened via the following procedures earlier than the three month timeline. In such situations, follow the provisions given in Section I.)

1. Teacher nomination - Completion of a rating scale by the teacher is recommended for this purpose. Regardless of the technique used, the opportunity for delineating each child's academic from his/her social or behavioral characteristics should be provided.

2. Standardized teacher testing or criterion referenced test measures.

3. If either of the above two measures suggests performance difficulties, the child might be assessed, in his/her primary language, regarding his/her acquistion of basic learning concepts and skills, or oral language development.

E. Based upon the accumulation of data from the above screening procedures, appropriate action for children who may have special needs should be determined jointly by their teacher(s) in consultation with support personnel. Alternatives at this point would be:

1. Agreeing upon actions within the regular education context to facilitate the child's academic progress or adjustment.

2. If 1, above, is not a satisfactory possibility, referral to special education services.

III. Referral Practices

A. Action upon a referral should not take place until the parent(s) have been notified of the action and thoroughly counseled regarding the reasons for referral and the possible outcomes as a result of this process.

B. There should be a regular committee to review referrals in the school.

1. This committee should be composed of the principal, the referring person, the child's teacher, and a representative of special education services. As indicated by a school's referral staffing policy or by the nature of a particular referral, the following specialists might also be in attendance:

   a. school physician or nurse

   b. speech pathologist

   c. social worker

   d. bilingual/bicultural educational specialist

   e. school psychologist

C. The referral form should be completed in a satisfactory manner (responsibility of the referral committee coordinator). If this is not done, the referral review meeting should be delayed until this requirement is met. In addition, all required screening processes (as stipulated in Section II of this document) should be complete and up to date.

D. The staffing priorities of this committee should be based upon the severity of the situation which instigated the referral. The action of this committee should occur in the following manner:

1. Least severe: Negotiation of strategies, classroom procedure modifications and other forms of regular education alternatives, <u>without</u> the direct intervention of support personnel in the classroom or with the child individually. The date for follow-up of the child's progress after the strategies are implemented should be set during this staffing meeting, and should not exceed a period of 60 calendar days. (No part of this 60 day period would include an extended vacation period, such as Christmas or Summer vacation.)

2. Greater determined severity: Support staff intervention in the form of observation and/or interaction with the child in the regular class setting. Behavioral or criterion referenced assessment may take place as a part of this activity. Following this, staff-teacher consultation to negotiate appropriate strategies should take place. For this consultation it is recommended that the child be involved and the parents invited to attend as well to the extent possible. A follow-up date to assess the child's progress and to determine what, if any, additional actions are necessary should then be established. It should be no later than 60 calendar days after the consultation session has occurred.

3. Only in the most obviously severe cases, or after staffing priorities 1 and/or 2 have been utilized without success: Comprehensive individual evaluation indicated.

F. The action taken as a result of the referral staffing should be documented and signed by all individuals participating. Efforts should be made to inform the parents as soon as possible regarding the results of this group's meeting, if they were not in attendance.

IV. Comprehensive Individual Evaluation

A. If this occurs, the child should be informed of the nature and purpose of the evaluation, as well as the possible outcomes as a result of this process, before it takes place.

1. Immediately following the evaluation, the examiner should share his initial impressions with the child regarding the evaluation session.

2. When a written report of the evaluation becomes available, the child and the parent(s) should be allowed to read and/or have interpreted for them any written reports of the evaluation. The child and parent(s) should be informed that they can respond in written form to the report's contents, with a record of this response maintained in the child's school files. The child and parent(s) should indicate that these procedures have taken place by their signature(s) on the evaluation report.

3. Should the parent(s) desire a second evaluation and/or professional opinion, they should have the opportunity to secure this from other qualified personnel within the school district, as opposed to immediately seeking such from an individual who is independent of the district.

B. Recommended procedures in the comprehensive evaluation of a bilingual/bicultural child.

1. Use an evaluator fluent in the child's primary language and in English. This is the preferred procedure and should be the exclusive option if the child is monolingual in a language other than English.

2. Assessment in English by the professional evaluator with the administration of supplementary tests by a trained paraprofessional fluent in the child's primary language or dialect. (Note: It is important that the child be evaluated in his/her colloquial manner of speaking, if the primary language is a mix of languages or dialect.)

a. The testing by the paraprofessional is intended to evaluate the child's cognitive abilities via verbalizations in his/her primary tongue.

b. The professional evaluator should oversee this process, afterwards obtaining feedback from the paraprofessional.

c. If there is a discrepancy between the results of the supplementary tests and those verbal measures by the professional evaluator, the higher of the two should be regarded as the best indication of the child's functioning in these areas.

d. As well as, but not in place of a, b, and c above, the following modifications could be utilized when the child is being tested in English by a professional evaluator.

1. Encourage the child to respond to verbal items in both English and his/her primary language, recording the verbalizations in the second language on tape, later having them translated by another person fluent in that language for evaluation purposes. The child's responses in English should be scored objectively according to standardization criteria, with his/her other language verbalizations helping the evaluator make the more subjective clinical judgments.

2. As an aid in inferring and making statements about intellectual potential, pluralistic norms when available and appropriate should be substituted in place of those commouly utilized. For example, Dr. Jane Mercer's System of Multicultural Pluralistic Assessment (SOMPA) provides these for Anglo-American, Mexican-American, and Black children from 5 to 11 years of age, based upon results from her inventory and the Wechsler Intelligence Scale for Children - Revised.

C. As part of a comprehensive evaluation, an estimate of adaptive behavior is required if children are being considered for any handicapped category except the homebound/hospitalized or speech handicapped. (For further guidance in obtaining this estimate, refer to Appendix E, "Adaptive Behavior Evaluation".)

V. Placement Decision

A. A professional staffing of the child by school personnel is permissible before the placement conference.

B. Placement (Multidisciplinary) Conference

1. Members shall include those required in the Special Education Conditions and Standards.

2. Permission for placement must be granted by the parent(s) or guardian. It is recommended that approval of a placement decision also be sought from:

a. the involved professionals

b. the child being considered for placement

C. It is suggested that a special education placement for a child thought to be educable mentally handicapped, trainable mentally handicapped, specific learning disabled, or emotionally handicapped not occur until (s)he has received a current, comprehensive examination by a competent medical doctor, with the physician providing his findings and relating them in writing to the educational placement being considered. (For additional information about this, see Appendix D, "Medical Evaluation for Special Education.")

D. Special education placements should not be authorized unless it is established that particular strategies, recorded in written form, have been attempted in the child's regular classroom setting. It is recommended that these strategies be attempted for a 60 calendar day period. If the strategies are found to be unseccessful, explanatory statements should be written and maintained as a part of the child's records.

E. If a child is placed in special education, a purpose of the placement conference should be to define the specific exit criteria which should be attained for removal of the child from the special education placement, with timelines set for meeting these conditions. The criteria may be stated in behavioral or criterion referenced terms in addition to or exclusive of grade level proficiencies or scores from intellectual assessment measures.

VI. Differential Criteria for Special Education Placement of Bilingual/Bicultural Children

A. A bilingual/bicultural child should not be provided services for the educable mentally handicapped if results from intellectual or achievement tests which are administered in English and scored based upon state or national norms indicate:

1. Functioning on any scale, subtest, or other portion of these tests is at or above the 20th percentile. (i.e., A Wecshler Intelligence Scale for Children - Revised (WISC-R) scaled score of 8 or above, a mathematics achievement test score at the 25th percentile)

2. Functioning on any portion of an age referenced test (i.e., Stanford-Binet Intelligence Scale) is at or above 75 percent of expectation as determined by the following formula:

$$\frac{\text{Highest Age Level Score which the child obtains}}{\text{Chronological Age}} \times 100$$

3. Functioning on any portion of a grade level referenced test (i.e., Wide Range Achievement Test or Peabody Individual Achievement Test) is at or above 75 percent of expectation as determined by the following formula:

$$\frac{\text{Highest Grade Level Performance demonstrated by the child}}{\text{The child's expected grade placement based upon chronological age}} \times 100$$

B. A bilingual/bicultural child should not be provided services for the educable mentally handicapped if (s)he scores higher than two standard deviations below the norm on the verbal or nonverbal portions of intelligence or psycholinguistic abilities tests or on the overall score of school achievement tests. This provision should apply to group or individually administered instruments.

C. If scores are gained from appropriate pluralistic norms, these should be taken into account when making inferences about a child's overall intellectual ability. A child scoring higher than two standard deviations below the norm by pluralistic norms should not be provided services for the educable mentally handicapped.

D. A child tested completely in a language other than English should not be provided services for the educable mentally handicapped if (s)he scores higher than two standard deviations below the norm, in relation to the most appropriate norms for the child.

E. A bilingual/bicultural child should not be provided services for the specific learning disabled if:

1. Variability on any instrument giving scaled score results is less than the remainder of this formula:

$$\frac{\text{The Mean of the Highest Two Scaled Scores}}{\text{Minus (-) The Mean of the Lowest Two Scaled Scores}}$$
$$\text{Two Standard Deviations}$$

(Note: When a child is tested in two languages, and deficit in the verbal skill areas must be substantiated in both languages. For such comparisons, the child's highest performance, regardless of language, should be assumed as the best indicator of his skill in a given area.)

2. The child shows academic achievement at or above the 20th percentile in all subject areas assessed.

3. Less than satisfactory achievement is not evident. (Unsatisfactory achievement is defined as performance in each subject area which is one standard deviation or more below district norms as determined by some objective measures for bilingual/bicultural students. This definition was adapted from "Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau vs. Nichols," Office for Civil Rights, Summer, 1975.)

F. A bilingual/bicultural child should not be provided services for the emotionally handicapped if there is an indication that the child's reported maladaptive behavior is situational and not pervasive. As examples:

1. Available information indicates that the child is well adjusted outside the school context.

2. The child appears well adjusted during specific phases of the school day (i.e., in reading class, for physical education, for mathematics, during recess).

3. There is evidence that the child's maladaptive behavior patterns have endured for less than a period of 3 months.

H. Services for any handicapping condition other than homebound/hospitalized or speech handicapped should not be provided a bilingual/bicultural child unless the estimate of adaptive behavior substantiates such a suspicion.

VII. Educational Programming and Follow-up Subsequent to a Placement Decision

A. Following any decision made by a placement conference, a placement review team should be formed. Members of this review team should be the child's instructor(s), the designated educational specialist(s), the parent(s), and normally the child. Regardless of whether a student's assigned regular education instructor is serving the child at the time of a review, it is advised that (s)he participate in this process. The functions of the placement review team are to:

1. Evaluate the progress made toward previously established criteria and make appropriate recommendations.

2. Modify the procedures and objectives in the child's educational plan, as deemed necessary.

B. If a decision is made to maintain the child in a regular classroom setting:

1. The child's regular education instructor(s) should have the option of requesting assistance from appropriate educational specialists in interpreting and implementing the child's educational plan. This should normally occur during the placement conference, but in addition, may take place later as instructors, other school personnel, the parent(s), or the child indicate such a necessity. When meetings between school personnel are arranged to discuss a child's educational progress the parent(s) and the child, at the parent's discretion, should be given prior notice of, and invited to attend these sessions.

2. Educational plans should be culturally appropriate and relevant in terms of materials and procedures used, considering the child's linguistic, ethnic, and racial background. It is suggested that a person within a school district be given specific responsibility for overseeing the fulfillment of this recommendation, and that (s)he be available for consultation with those writing and implementing a child's educational plan.

3. At least one review of a child's educational plan should take place within 60 calendar days after its initiation. (Extended periods when school is not in session, such as Christmas, summer vacation, should not be calculated as a part of this time span.)

4. The second review of a child's educational plan should occur as the need is indicated by any of those involved with the review team. However, it should not occur later than 120 days after the initiation of the educational plan. Further reviews should be convened as the need is indicated by members of the placement review team or other school personnel.

C. If a decision is made to place a child in a special education setting (resource or self-contained):

1. Any educational evaluations, instructional materials, and classroom procedures employed by the receiving teacher(s) should be appropriate and relevant, with respect to the child's cultural background. An employee within the school district should be available for consultation with special education instructors for this purpose, and be given the general responsibility for overseeing fulfillment of this recommendation.

2. The child's educational plan should be reviewed initially within 30 to 60 calendar days after the special education placement begins. (For additional information about the Task Force decision to select this time span, see Appendix F, "Unresolved Task Force Issues".)

3. Reviews thereafter should occur as requested by members of the review team or other school personnel except that, as required by the Special Education Conditions and Standards, the special education placement of each child must be reviewed at least once each school year. In addition, it is important to note that if a placement review is requested by the parent or guardian of the child, or by the person conducting the special education program, it must be reviewed once each semester. If a child continues in a special education placement, it is recommended that a comprehensive individual reevaluation occur no less than once every three years.

4. Transfer from special to regular education.

a. This may occur once it is verified by all members of the placement review team that the child has met the exit criteria established during the placement conference or;

b. otherwise, on a trial or permanent basis, if this is deemed desirable by the placement review team.

c. Movement from the special to regular education setting need not be an immediate total transition, but may be done gradually if the placement review team views this to be in the best interests of the child.

d. When a child moves from special education to a regular class setting, a review should occur within 60 calendar days after its initiation. Further reviews should take place as the need is indicated by any member of the placement review team, or other school personnel.

D. Selection, Utilization, and Evaluation of Materials Used in the Instruction of a Bilingual/Bicultural Child

1. Via communication with bilingual/bicultural teacher consultants and appropriate inservice/workshop experiences, both regular and special education personnel should be able to select, utilize and evaluate materials which are culturally relevant and otherwise appropriate for the bilingual/bicultural child. A delegated employee within the district should assume responsibility for the organization and oversight of activities designed to meet these objectives.

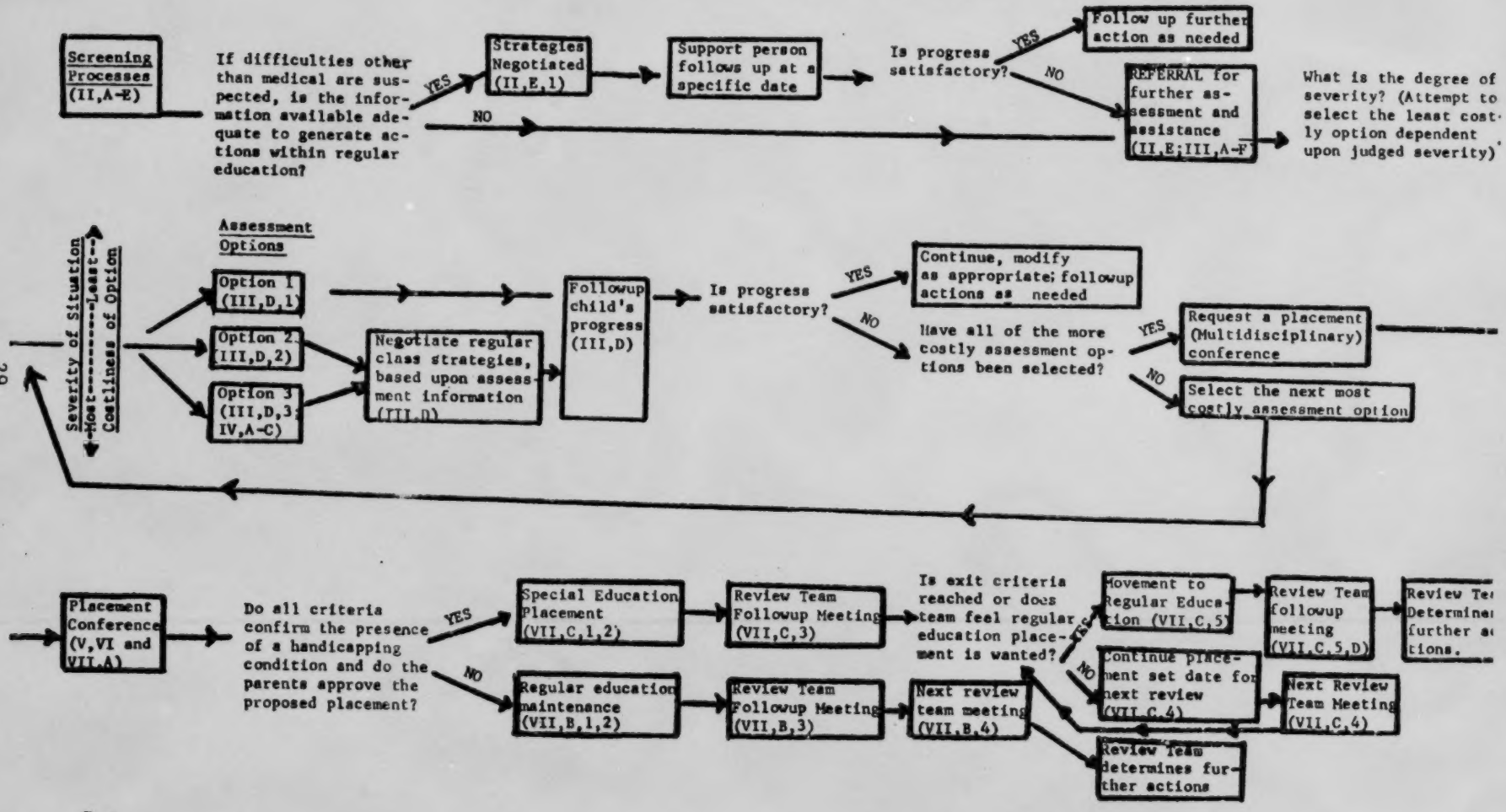
   a. The evaluation of materials should also be done routinely at placement review team meetings.

   b. School instructional personnel should be able to request assistance from the responsible person in the school district, in the selection and the evaluation of culturally relevant and appropriate materials.

   c. When possible, those with skills in the bilingual/bicultural realm should participate in placement review team meetings which focus upon bilingual/bicultural children.

BEST COPY AVAILABLE

OUTLINE OF "CHILD CENTERED PROCESSES" GUIDELINES
(Relevant Sections in this Chapter are Given in Parenthesis)


Screening Processes (II,A-E)
If difficulties other than medical are suspected, is the information available adequate to generate actions within regular education?
YES
Strategies Negotiated (II,E,1)
Support person follows up at a specific date
Is progress satisfactory?
YES
Follow up further action as needed
NO
REFERRAL for further assessment and assistance (II,E;III,A-F)
NO
What is the degree of severity? (Attempt to select the least costly option dependent upon judged severity)
Assessment Options
Severity of Situation
Most
Least
Costliness of Option
Option 1 (III,D,1)
Option 2 (III,D,2)
Option 3 (III,D,3; IV,A-C)
Negotiate regular class strategies, based upon assessment information (III,D)
Followup child's progress (III,D)
Is progress satisfactory?
YES
Continue, modify as appropriate; followup actions as needed
NO
Have all of the more costly assessment options been selected?
YES
Request a placement (Multidisciplinary) conference
NO
Select the next most costly assessment option
Placement Conference (V,VI and VII,A)
Do all criteria confirm the presence of a handicapping condition and do the parents approve the proposed placement?
YES
Special Education Placement (VII,C,1,2)
Review Team Followup Meeting (VII,C,3)
Is exit criteria reached or does team feel regular education placement is wanted?
YES
Movement to Regular Education (VII,C,5)
Review Team followup meeting (VII,C,5,D)
Review Team Determines further actions.
NO
Continue placement set date for next review (VII,C,4)
Next Review Team Meeting (VII,C,4)
NO
Regular education maintenance (VII,B,1,2)
Review Team Followup Meeting (VII,B,3)
Next review team meeting (VII,B,4)
Review Team determines further actions

Human Relations

Suggestions Regarding Parent and Community Involvement

Attitudes and Expectations of School Personnel

(NOTE: There is considerable overlap between the two above sections in this chapter. Readers are advised to study both, although information may be sought for only one of the areas.)

Suggestions Regarding Parent and Community Involvement

I. Informing the Bilingual/Bicultural Community of Special Education Services Available

A. Procedures which are implemented by the district in fulfillment of this responsibility must assure that information regarding the rights of handicapped children is made available in a language and in phrases which will be understandable to parents, regardless of their ethnic, linguistic, or cultural background. This should apply to all communications mentioned in this document.

B. Inform parents and the community using the following procedures:

1. Development of a brochure describing the who, what, where, when, why, and how elements of special services/education programs available. This brochure could also give information about district policy with reference to parents' and children's legal rights within the educational setting including requirements and procedures for the inspection of student records. This should be provided parents at least two weeks before school registration.

2. Produce and disseminate a newsletter containing information about the status of and developments in special services/education programs. Generally, it should be issued quarterly although frequency may vary depending upon local needs. It is also suggested that this newsletter contain:

a. Questions regarding special education policy decisions which must be made, providing space for parents/community to give feedback in a yes/no, agree/disagree form, with additional space available for comments.

b. A section publishing the results of feedback gained from efforts described in Section a above, with a summary of the final decision made and its rationale.

c. The name, address, and phone number of the responsible person if there are questions or comments about the newsletter content.

d. Announcements requesting parent and community participation or assistance at special education meetings, events or programs.

3. In addition, it is advised that the following avenues be utilized, ensuring that communications are in a language and phrases which will be understandable to parents and the community, regardless of their ethnic, linguistic or cultural background.

a. television and radio

b. local newspaper(s)

c. telephone calls (for those difficult to contact or not responsive to other communication attempts)

d. home visits (also for those difficult to contact or not responsive to other communication attempts)

4. Use of a community liaison person to assume the responsibility for initiating and maintaining these communication efforts. Other responsibilities should include:

a. Working in concert with the Special Education Advisory Committee (See Section II, below)

b. Knowledge of bilingual/bicultural and special education considerations and their implications.

c. Relating and communicating effectively with the various racial/ethnic groups in the community.

d. Providing for speakers and representatives to the other school organizations and community groups.

e. Helping parents/community members to be aware of and establish contact with various resources outside of the school context.

II. Special Education Advisory Committee

"Provide for an Advisory Committee to advise the administrative authority of the programs. In order to give the broadest representation, the committee should be composed of members from public and private agencies, parents and other persons concerned with the needs of exceptional individuals." (From Part III, 14, of "Guidelines for the Development of a District Special Education Plan, January, 1975", Arizona Department of Education, Division of Special Education)

A. Membership should be at least 51% parents of children in special education programs. Parents should be represented in substantially the same proportion, relative to the percentages of racial, linguistic or ethnic groups composing the special education parent population.

B. All communication at meetings of this group should be in a language and in phrases which will be understandable to the membership, regardless of their ethnic, linguistic or cultural background.

C. Committees of this nature should be established at the district level.

D. The membership should be informed of the nature, goals, responsibilities and decision making influence of this group.

E. Normally, the community liaison person would be expected to work closely with this committee.

F. Additional recommended functions for the Special Education Advisory Committee:

1. Consulting with school personnel in evaluating the appropriateness of psychoeducational and adaptive behavior assessment procedures or instruments in relation to the bilingual/bicultural population(s) within their local education agency. Any recommended actions or adaptations could then be formalized as part of the school policy and reviewed periodically.

2. Helping the community liaison person in designating target community or school groups with which to communicate. Also, members of this committee could be encouraged to make presentations at these organizational functions, in addition to the community liaison worker.

3. Attempting to establish and maintain adequate communication between the committee and the School Board.

   a. attendance and/or presentations by members at School Board meetings.

   b. invitations to School Board members to attend and/or speak at Advisory Committee gatherings.

4. Soliciting student, family, and community participation in the Special Education Advisory Committee's functions.

   a. Invite students to meetings.

   b. When deemed feasible, have students (including Special Education students) as members of the committee.

   c. Encourage the attendance of entire families at the committee meetings or related activities, when one or more members of any given family is receiving special education services.

   d. Make meetings of this committee open to the public, disseminating information about their dates and locations. Attempt to emphasize that interested persons who are not members of this committee are also invited to attend.

5. Trying to establish and maintain effective liaison relationships with other school advisory committees at all levels (i.e., local school, district, county, state).

6. Providing advice and assistance with regard to activities designed to improve community/school relations, especially in the realm of the bilingual/bicultural child and special education.

G. It is recommended that the resource needs of Advisory Committee members related to their participation be met by the school to the extent possible. This would include providing services, facilities or money for food, mileage, baby-sitting, phone calls, or lodging needs if they arise. The provision of stipends to compensate member time given to Advisory Committee functions is also desirable.

III. Additional suggested activities to improve community-school relations in the context of the bilingual/bicultural child and special education interface.

A. Schools should provide a forum where parents of handicapped children can convene to focus specifically on their anxieties, uncertainties, possible misconceptions and feelings related to the handicapping condition.

B. Provide a joint workshop experience for parents of bilingual/bicultural children with handicapping conditions and school personnel for the purpose of:

1. Learning appropriate means of working with handicapped children.

2. Recognizing possible indications of handicapping conditions.

3. Appropriate means of behavior management.

4. Helping school personnel and parents themselves better understand and cope with parental feelings and reactions, given the knowledge that they have a handicapped child.

5. Improving the cultural sensitivity and awareness of participants, particularly as culturally related behaviors can be mistaken for or confused with a handicapping condition or as they may aggravate an actual handicap.

C. Invite bilingual/bicultural parents or community members into special education and other classrooms to relate information regarding:

1. His/her occupation and general life experiences, especially as they may interface with the school setting.

2. Cultural folk ways, beliefs, values and customs.

3. Any avocational skill or interest the person may have.

D. Invite the community to an Open House or Culture Fair in the school. In this context, make provisions for bilingual/bicultural persons to ask questions and otherwise obtain information about special education and its available services. Attempts should be made to make these

events relevant to the bilingual/bicultural elements in the community and information should be available in a language and phrases which will be understandable to all, regardless of ethnic, linguistic or cultural background.

E. Organize activities in which parents of handicapped children, school personnel and the children themselves can participate, which is not directly related to an educational objective. Examples include:

1. Attending or participating in athletic events

2. Field trips

3. Pot luck dinners

4. Fund raising activities

5. Cultural awareness projects, where skills and activities specific to a given group are demonstrated and discussed.

F. Attempt to get school personnel in the homes and neighborhoods of bilingual/bicultural persons in the school district.

1. Encourage willing parents to invite school personnel to their homes for social functions.

2. Provide for school personnel to actually live with an agreeing bilingual/bicultural family for a week. As incentives:

a. Families could be reimbursed for expenses incurred.

b. School personnel might be provided with professional growth incentive, either in the form of college credit or stipends. (See I, C, Recommendations to Colleges and Universities in the State of Arizona)

3. Attempt to arrange opportunities for school personnel to work in a bilingual/bicultural community within the school district. School personnel could be provided with a professional growth incentive, either in the form of college credit or stipends.

G. Allow special education teachers to obtain input from the community with respect to decisions they must make, questions they may have, or ideas they may want to implement, via the following approaches:

1. Appearing before the Special Education Advisory Committee.

2. Soliciting input from parents of children in their classrooms about curriculum ideas or particular procedures in their classes. This could be accomplished by:

a. sending questionnaires to parents

b. arranging a meeting for parents of children in their classrooms

3. Consulting with individual parents about classroom educational considerations with reference to their child via questionnaire or conference format. The individual conferences need not occur only in a school setting. Efforts should be made to conduct this as a home visit, whenever possible.

H. Provide an inservice to help sensitize school personnel to cultural considerations within the community.

1. The basic structure for this kind of experience should be provided by the school, with members of the community given the opportunity to offer significant input.

I. Make school facilities available to community groups.

1. Basic costs, such as utilities and routine cleaning should be borne by the school.

2. Make public the dates when facilities can be used.

J. In cooperation with other nearby educational agencies, arrange a communication activity involving administrators, other school personnel (particularly teachers) and bilingual/bicultural students. Administrators should be drawn from one of the educational agencies, other school personnel from the second, and the students from the third. This activity should center upon the identification and frank discussion of school difficulties, particularly addressing the bilingual/bicultural child and special education considerations. Ultimately, the objective should be to negotiate solutions to the problems identified. (This idea was provided by Joe Ulibarri, Associate Director of the Cultural Awareness Center, Trilingual Institute, University of New Mexico.)

IV. A parent of any bilingual/bicultural child who is referred for, or receiving special education services, should be notified of the availability of a child advocate's services if one has registered with the school or district. Information should include the advocate's name, address, telephone number, function and organizational affiliation, if any.

Attitudes and Expectations of School Personnel

Introduction

This section addresses the attitudes and expectations of school personnel with respect to children who are bilingual/bicultural and who are being considered for, receiving, or who have received special education services.

Attitudes toward such children must receive attention if positive behavior changes are to be expected. Most negative attitudes are the result of misconceptions and a general lack of information. Efforts designed to provide accurate information and meaningful experiences will ultimately produce these desired changes.

Certain types of attitudes have been identified. One might be best described as "fear of the unknown" which could result in erroneous evaluation of behavioral characteristics of the children. Any preconceived notions regarding the expectancy levels of these children might deter educators from seeking additional information. Not knowing what actions are appropriate they may merely avoid such children. Conversely, children within this group are frequently subjected to ridicule, verbal aggression and exclusion from school activities. They can also be victims of neglect and physical abuse.

Historically an attitude of indifference has often been evident to personnel in the educational setting. Another difficulty is the apparent disbelief in the ability of these children to succeed in the physical, mental, socioeconomic, and/or language skill areas. Taking the child's individuality into account, modifications in expectations and procedures may be necessary to help them demonstrate their abilities.

I. Modification of Perceptions and Attitudes

A. Recommended actions for special education school personnel to help sensitize other school staff, students, and community members to the needs and perspectives of the bilingual/bicultural and/or handicapped children

1. Encourage and assist in the initiation of an association for handicapped children.

a. Solicit the help of community service agencies (i.e., the Association for Retarded Citizens) in this effort.

b. Ask the Division of Special Education for whatever assistance it may be able to provide.

c. Utilize the Consultant Cadre from the Arizona Department of Education.

2. Encourage establishment of a youth organization for handicapped children. These adolescents could:

a. disseminate relevant information

b. work with children in the school setting, via tutoring programs

c. help to organize and supervise tours, parties and other extracurricular activities

3. Make school special education personnel available for presentations to:

a. teachers

b. community groups

c. parent-teacher organizations

d. parent advisory councils

e. school boards

f. students

4. Basic program formats for presentation should be developed by:

a. local education agency special education personnel

b. Division of Special Education

c. university students and faculty

d. Consultant Cadre

B. Parent and Community Information Dissemination

1. Information should be disseminated bilingually.

a. Translation should be done by special education personnel utilizing the vernacular of the community.

2. Suggested means of information dissemination:

a. media presentations

b. discussion groups

c. prominent speakers

d. parent panels

e. pictorial literature

f. community groups

g. newsletter

h. person to person contact

1. telephone

2. home visits

C. Utilize survey procedures to determine:

1. Present attitudes

2. Effectiveness of change

3. Administer surveys to:

a. parents

b. community members

c. school personnel

d. students

Paraprofessional Recruitment and Training

Introduction

This chapter focuses on the specific preparation needed by special education paraprofessionals to capably serve the bilingual/bicultural child, having, or suspected of having special needs.

There are certain basic assumptions underlying these guidelines which warrant additional explanation. One of these stresses a posture on the part of personnel toward bilingual/bicultural and/or handicapped children which is empathetic as opposed to sympathetic. Sympathy implies pity for another, whereas empathy represents a sincere, deep understanding of another, an appreciation for the person's situation. Sympathy, if overdone, can distort perceptions. Empathy can aid in clarifying them, thus leading to more realistic educational endeavors.

It is therefore recommended that training programs include the development of cultural and linguistic awareness as well as defined special education skills*. A resultant posture of non-evaluative acceptance of other life styles and languages will provide the foundation for the empathetic predisposition believed to be critical for personnel involved in this area.

I. Selection of Paraprofessionals

A. A needs assessment of the community should reveal the following data:

1. Socioeconomic state

2. Linguistic characteristics

3. Cultural background

4. Educational expectations of the community

B. Paraprofessionals should be selected to meet the needs and objectives of the program.

C. The prospective paraprofessional should have the potential for working with the target group of children from an empathetic rather than a sympathetic posture.

D. The lack of a high school diploma or the equivalent should <u>not</u> be an exclusionary factor in choosing a paraprofessional.

E. During the interview the paraprofessional should be informed of the skills necessary for the position. (S)he should be informed that on the job training will be directed towards the following competencies:

1. Understanding the child's performance capabilities through behavioral management techniques.

*Certification Standards for Special Education Personnel and the Bilingual Endorsement - <u>Arizona Rules and Regulations Governing the Certification of Teachers and Administrators in Arizona</u>

2. Relating diagnostic information to activities in the classroom.

3. Comprehending how the behavior of school personnel can affect the attitude and performance of a child.

4. Understanding and utilizing basic task analysis skills.

5. Distinguishing relevant versus non-relevant instructor-student interactions and on-task versus off-task student behavior.

6. Developing positive expectations for bilingual/bicultural and/or handicapped children.

7. Learning the rationale of and the necessity for administering non-evaluative positive reinforcement to students.

8. Understanding of the teacher-paraprofessional relationship, with respect to job expectations and perceived responsibilities.

9. As community needs indicate, be able to understand, speak, write and read any second language and English in the common concepts used in the classroom.

10. Developing an awareness of cultural and child development factors, as they affect the student's educational participation.

11. Ability to articulate basic concepts of both bilingual and special education.

12. Skill in developing and conducting learning experiences individually or in small groups under the direction of the teacher.

13. Ability to articulate the school program to the community and encourage their direct involvement in the school.

II. Paraprofessional Training

A. Training programs in junior colleges should be offered off-site as well as on-site if the need is indicated.

1. Districts should contact local junior colleges to see if a program is available, if not, districts should make an effort, individually and in concert with other districts in the area, to encourage the junior colleges to initiate one.

2. Skills taught should reflect those listed in II-E, "Selection of Paraprofessionals".

3. Local districts should encourage and facilitate the provision of on-site inservice experiences.

B. Suggested opportunities to provide for maximum occupational growth of

the paraprofessional:

1. Provide release time for additional training.

2. Provide salary incentives (increase in salary as GED/High School Diploma and/or junior college course requirements are fulfilled.)

3. Provide for paraprofessional exchange experiences with other districts.

Special Education Services For

Children In Rural/Remote Areas

I. It is believed that the duty of resource coordinator should be recognized with appropriate provisions made at the county and if necessary, local levels. It is thought these responsibilities might generally be assumed by the county educational office. However, the number and geographical distribution of individuals performing this function should vary according to locally assessed demands. Usually, the qualifications and job description of the person assuming these responsibilities would parallel those listed for the proposed state special education resource coordinator, discussed in Section II, "Recommendations to the Division of Special Education, Arizona Department of Education" in this document. (Please refer to this section for additional information.)

A. Other duties regarded as necessary for a county or local resource coordinator need further elaboration. They include:

1. Relating and communicating effectively with the various racial/ethnic groups to be served in the region.

2. Having close contact with individuals and organizations among the parent/community population. This would serve the purpose of disseminating information regarding the need for, and state of special education services. It could also help to facilitate meaningful input by the parent/community elements into the educational processes. Practical knowledge about handicapping conditions could be made available as a routine aspect of this effort.

3. Serving as liaison with the resource coordinator from the Division of Special Education as well as other state educational personnel and offices, as needs dictate.

4. Offering services to all schools, public and nonpublic, in his/her region of operation.

5. Helping to organize and at times, conducting inservice/workshop experiences, given the necessity for skill training or information disclosure.

B. All attempts should be made to ensure local decision making control regarding the person selected to assume this position or its responsibilities.

Funding, Resource or Potential Actions

Needed in Order to Implement Certain

Task Force Recommendations

Introduction

An important intention of the Task Force is to investigate the funding or resource necessities which would arise as a consequence of this body's recommendations. It is rather easy to mandate or suggest general activities, in effect providing guidance as to what should be done. However, in anticipating the successful implementation of rules or guidelines the "hows" become of paramount importance after the "whats" have been specified.

For the school administrator with always limited resources complicated by varied, overshelming demands, not only finances but available time for planning and alternative seeking also diminish rapidly. With the large number of recommendations which may require the use of resources lacked by or unknown to responsible persons in local educational agencies, even the most conscientious individual can be frustrated in the attempt to follow these guidelines. It is hoped that this document will help to diminish this potential pitfall.

In that special education services are regularly tapped even when a child is not formally designated as handicapped (i.e., during the processes of screening, referral, psychoeducational evaluation, placement decision and consultation with regular education personnel), information was sought from other agencies when it appeared that a relationship with special education was extant in one form or another. However, this paper should not be regarded as complete or exhaustive. As is apparent in certain sections, no funding, resource or action options have yet been identified. In this vein, time for investigation has been the largest limitation. There were many service agencies especially those within the Department of Economic Security and Health Services which timelines didn't permit reaching and very likely a few about which there is presently no information available to this Task Force. Second, many details needing attention in order to facilitate such cooperative efforts were not attended to, given the initial exploratory nature of these contacts. Finally, it must be remembered that there are potential community resources unique to each school. Obviously these were not mentioned in this paper.

Readers should note that further funding or resource information is being sought via one of the Task Force follow-up activities. (For further information, see Appendix A, "Items for Further Task Force Attention".)

The greatest overall limitation to the possible external sources of assistance are the categorical distinctions. Some are restricted to children from families of a certain socioeconomic status, others to kids of a given ethnic or linguistic group and specific ones are dependent upon the nature and extent of the child's handicapping condition.

Summaries of Certain Other Department of Education
Elements in Relation to Special Education

Title I

The intent of Title I monies is to supplement, not supplant the school curriculum for educationally disadvantaged children living in districts which have a high proportion of low income families. Normally, handicapped children are not served by Title I, as the responsibility for reinforcing their special educational needs lies elsewhere. However, districts qualifying for Title I monies can have funds channeled to special education children if they are identified as eligible recipients for Title I services. A potentially positive, mutually beneficial Special Education Title I relationship might occur specifically in the area of training. If related to Title I objectives, Title I paraprofessionals could receive Title VI-D training offerings from the Division of Special Education, with funds for this venture provided by Title I.

Migrant and Bilingual Education

There appear to be a large number of interface opportunities involving these agencies and special education. As they are categorically oriented service mechanisms, the essential question for funding is -- do the children to be served meet the definitions of "migrant" and/or "bilingual"?

Indian Education

This office facilitates the provision of educational programs and, as a secondary function, health services for the benefit of American Indians. In the educational sphere, Johnson-O'Malley funds can be requested for one of three basic purposes. First, monies are to be used for the development of supplemental programs to meet the needs of Indian students in school districts, but not to replace the regular program funds. As well, Johnson-O'Malley money may go into the operational budget of a district or finally, may provide specifically for particular services, including psychological, medical or special education needs of Indian students. A student must be one-fourth Indian to be eligible for these services. Following that criterion, the most important situational hurdle to Johnson-O'Malley funding revolves around the question -- have all other possible resources been exhausted?

Title III-IV

This component of the Department of Education funds projects designed to be innovations, with those proving sufficient effectiveness being validated and then replicated. The ultimate goal is, with the support of favorable data, that ideas be disseminated and utilized by educators throughout the United States. It is federally mandated that at least 15% of these funds be allocated to projects serving the handicapped. In the context of Title III-IV it is also of significance to know that special "discretionary program" funds can be made available following the direct application to and approval from the Commissioner of Education. Among other things, these discretionary programs may be designed for purposes of identifying and educating gifted and talented children, including those of limited English speaking ability. Grants may be made to state and local education agencies for this type of project.

It should be recognized that the "recommended actions" in the middle portion of the following chart are generally quotations from the proposed guidelines of the Task Force Committees. For additional information about any one of these, please refer to the appropriate section in the cited chapter, given in parenthesis after each "recommended action."

IDENTIFIED NEEDS WITHIN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	RECOMMENDED ACTIONS	POSSIBLE FUNDING, RESOURCE OR ACTIVITY OPTIONS
1. Improvement of school-parent/ community relations, involvement in decision making process.	1.1 "Use of a community liaison person to assume the responsibility for initiating and maintaining these communication efforts." (I, B, 4, Parent and Community Involvement).	1.1.1 If children to be served are eligible, Title I, Migrant, or Bilingual programs might provide for this.
		1.1.2 Consider negotiating a shared funding arrangement between the school and an ethnically oriented community service organization (i.e., in Phoenix, Chicanos por la Causa or Valle del Sol).
		1.1.3 Encourage establishment of a social worker position in the school to assume this responsibility.
		1.1.4 Assess non-school funding sources (i.e., Office for Housing and Urban Development, Office for Civil Rights, etc.).
		1.1.5 (Training) Future possible development of components or formats by the Division of Special Education.
	1.2 (As required by the State Division of Special Education, at the local district level, provide for a) Special Education Advisory Committee (II, Parent and Community Involvement).	1.2.1 (Training) Possible future development and use of relevant components by the Division of Special Education via Title VI-D funds or provision of a training format.

IDENTIFIED NEEDS WITHIN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	RECOMMENDED ACTIONS	POSSIBLE FUNDING, RESOURCE OR ACTIVITY OPTIONS
		1.2.2 (Reimbursement recommended for Committee members) This might be built into projects involving bilingual or Indian education. If part of Title I this committee function could be connected with their parent advisory council. Title I permits no financial compensation to the membership, however
	1.3 "Schools should provide a forum where parents of handicapped children can convene to focus specifically on their anxieties, uncertainties, possible misconceptions and negative feelings related to the handicapping condition." (III, A, Parent and Community Involvement).	1.3.1 Provision of a format by the Division of Special Education.
	1.4 "Provide a joint workshop experience for parents of bilingual/bicultural children with handicapping conditions and school personnel . . . " (III, B, Parent and Community Involvement).	1.4.1 Provision of a format by the Division of Special Education.
	1.5 "Provide an inservice to help sensitize school personnel to cultural considerations with the community." (III, H, Parent and Community Involvement).	1.5.1 Provision of a format by the Division of Special Education. 1.5.2 Local districts could invite community ethnic service groups to provide input.
	1.6 "It is recommended that such organizations in the state of Arizona create school child advocate positions, for the purpose of helping to protect the rights and interests of bilingual/bicultural students, in the context of the public schools." (I, Recommendations to Human Service Agencies . . .)	1.6.1 Create training program to be offered by the Division of Special Education.

IDENTIFIED NEEDS WITHIN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	RECOMMENDED ACTIONS	POSSIBLE FUNDING, RESOURCE OR ACTIVITY OPTIONS
	1.7 "Invite bilingual/bicultural parents or community members into special education and other classrooms (in instructional roles)." (III, C, Parent and Community Involvement).	1.7.1 Provision of a format by the Division of Special Education.
	1.8 "Attempt to get school personnel in the homes and neighborhoods of bilingual/ bicultural persons in the school district." (III, F, Parent and Community Involvement).	1.8.1 Attempt to make this concept part of a college course, via a statement of need to the universities. (Division of Special Education responsibility)
		1.8.2 (Reimbursement for participating community members) Funds or resources not identified.
	1.9 "In cooperation with other nearby educational agencies, arrange a communication activity involving administrators, other school personnel (particularly teachers) and bilingual/bicultural students. Administrators should be drawn from one of the educational agencies, other school personnel from the second, and the students from the third. This activity should center upon the identification and frank discussion of school difficulties, particularly addressing the bilingual/ bicultural child and special education considerations. Ultimately, the objective should be to negotiate solutions to the problems identified." (III, J, Parent and Community Involvement)	1.9.1 Provision of a format by the Division of Special Education.

IDENTIFIED NEEDS WITHIN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	RECOMMENDED ACTIONS	POSSIBLE FUNDING, RESOURCE OR ACTIVITY OPTIONS
2. Training/information dissemination to consumers and providers of educational services regarding concerns within the bilingual/bicultural child - special education interface.	2.1 "Assessment in English by the professional evaluator with the administration of supplementary tests by a trained paraprofessional fluent in the child's primary language or dialect . . . . The testing by the paraprofessional is intended to evaluate the child's cognitive abilities via verbalizations in his/her primary tongue." (V, B, 2 . . . Child Centered Processes . . .)	2.1.1 (Funding) State Special Education funds could be computed by LEA's within their excess cost factor.
		2.1.2 (Training) Development and offering of a training module by the Division of Special Education. (Refer to I, D, Recommendations to the Division of Special Education . . .)
	2.2 Refer to Sections I and II of Paraprofessional Recruitment and Training, regarding the hiring and selection of these individuals.	2.2.1 (Funding) Migrant Education, Bilingual Education or Title I, if categorical and other demands are met.
		2.2.2 (Training) Development of an appropriate module by the Division of Special Education and/or district requests to local community colleges.
	2.3 "There is a necessity for inservice/workshop experiences for school personnel serving the bilingual/bicultural populations." (I, A, Recommendations to the Division of Special Education . . .)	2.3.1 (Training) Development of relevant training components by the Division of Special Education.
	2.4 "Courses should be developed for teachers and supportive personnel who are or will be working with bilingual/bicultural and/or handicapped children." (I, B, Recommendations to Colleges and Universities . . .)	2.4.1 Interdepartmental coordination within and among the universities.

IDENTIFIED NEEDS WITHIN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	RECOMMENDED ACTIONS	POSSIBLE FUNDING, RESOURCE OR ACTIVITY OPTIONS
	2.5 "Bilingual Education, Special Education, and other concerned departments should cooperatively explore initiating a training program for bilingual/ bicultural special education teacher consultants." (I, A, Recommendations to the Colleges and Universities)	2.5.1 Interdepartmental coordination among the universities. 2.5.2 (Training) Coordination between universities and the Division of Special Education. 2.5.3 (Funding) Consultant Cadre participation in providing these services. 2.5.4 Adaptation of the Arizona Diagnostic Development Project's Program #7 - "Consultation". 2.5.5 Establishment of a multi-district consortium to provide this service.
	2.6 "Suggested opportunities to provide for maximum occupational growth of the paraprofessional: 1. Provide release time for additional training. 2. Provide salary incentives (increase in salary as GED/High School Diploma and/or junior college course requirements are fulfilled)" (II, B, Paraprofessional Recruitment and Training)	2.6.1 (Release time) Resources not identified. 2.6.2 (Salary increase with training) Resources not identified.
3. Provision in the near future of services to local education agencies.	3.1 "Those individuals with a background in some or all of the areas . . . (related to the bilingual/bicultural and special education) . . . should be sought, with their names made available to local education agencies. These persons should function as paid consultants." (I, B, Recommendations to the Division of Special Education)	3.1.1 Listing of persons possessing the desired skills with the Arizona Consultant Cadre. 3.1.2 Adaptation of the Arizona Diagnostic Development Project's Program #7 as a service vehicle for those possessing the desired skills.

IDENTIFIED NEEDS WITHIN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	RECOMMENDED ACTIONS	POSSIBLE FUNDING, RESOURCE OR ACTIVITY OPTIONS
	3.2 "It is recommended that the Division of Special Education assist local education agencies in the development of necessary forms and the provision of interpreters for language committees which make up a small proportion of the total population which they serve." (III, A, Recommendations to the Division of Special Education)	3.2.1 Utilization of community members who are bilingual (other language and English). 3.2.2 Coordination between school districts with similar needs. 3.2.3 Listing of qualified persons made available by the State Consultant Cadre and/or the Division of Special Education.
4. Uniform screening/medical procedures.	4.1 "A health assessment should be a routine component of the screening process." (II, B, . . . Child Centered Processes . . .)	4.1.1 School officials should attempt to establish a cooperative relationship with health service agencies, for those children who may qualify (i.e., proposed EPSDT (Early Periodic Screeing Diagnosis and Treatment) program of Medicaid).
	4.2 "A special education placement for a bilingual/bicultural child thought to be educable mentally handicapped, trainable mentally handicapped, specific learning disabled, or emotionally handicapped should not occur until (s)he has received a current comprehensive evaluation by a competent medical doctor, with the physician providing his findings and relating them in writing to the educational placement being considered." (V, C, . . . Child Centered Processes . .)	4.2.1 Encourage parents to assume responsibility for this. 4.2.2 Make appropriate forms available for recording of the physician's findings. 4.2.3 Inform parents of the public health services available, facilitating at parent request attempts to secure them.

IDENTIFIED NEEDS WITHIN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE	RECOMMENDED ACTIONS	POSSIBLE FUNDING, RESOURCE OR ACTIVITY OPTIONS
5. Coordination of resources and services, especially for rural/ remote areas.	5.1 "Statewide recognition of the necessity for a resource coordinator's role is advocated. This function is deemed the most appropriate way to improve special education services to Arizona's numerous and varied rural/remote areas." (II, Recommendations to the Division of Special Education . . .)	5.1.1 The State Division of Special Education should work cooperatively with the State 4-C Committee to help initiate the coordination of child services in Arizona as recommended by them. 5.1.2 Request that the State Division of Special Education to make resource coordinator at a minimum a major function within one of their employee's job descriptions. 5.1.3 The Division of Special Education should encourage education agencies at the county and if necessary, local levels to recognize this task as a major job function of one of their employees. 5.1.4 (Funding) The Division of Special Education should investigate the possibility of funding this position through Title XX of the Social Security Act.

RECOMMENDATIONS TO

THE DIVISION OF SPECIAL EDUCATION

ARIZONA DEPARTMENT OF EDUCATION

I. Training for school personnel to meet the needs in the context of the bilingual/bicultural child and special education interface.

A. There is a necessity for inservice/workshop experiences for school personnel serving the bilingual/bicultural populations. Areas needing attention include:

1. Cultural Awareness/Sensitivity

2. Selection and evaluation of culturally relevant and appropriate materials

3. Prescription writing and evaluation

4. Behavior measurement techniques

5. Methods for serving bilingual/bicultural children having special needs within regular education

6. Improving the communication and the intensity of cooperative efforts between regular and special education.

B. Those individuals with a background in some or all of the areas listed in Section A above should be sought, with their names made available to local educational agencies. These persons should function as paid consultants.

C. The Division of Special Education should provide inservice/workshop formats for adaptation and use by local education agencies, to serve the following individual purposes:

1. The training of personnel responsible for community liaison worker activities, in terms of knowing bilingual/bicultural and special education considerations and their implications.

2. For members of Special Education Advisory Committees

3. For parents of handicapped children

4. For parents of bilingual/bicultural children with handicapping conditions and school personnel

5. For sensitizing school personnel to the community culture

6. For training child advocates about the legal and procedural requirements related to the delivery of special education services

D. A training program for paraprofessionals should be initiated by the Division of Special Education.

1. This should be made available to persons who are fluent in a language or dialect used within a given school-community.

Local school evaluation personnel, who would serve as their supervisors, should also participate in this training process at certain points.

2. Following this training, these paraprofessionals would operate as assistants to school evaluation personnel for purposes of assessment in languages or dialects other than standard English. Areas of functioning would include:

   a. primary language determinations

   b. further language assessment when needed

   c. Giving supplementary tests to assess children's cognitive abilities via verbalizations in their primary tongue, as part of a comprehensive evaluation.

   d. adaptive behavior evaluations

   e. Assisting school evaluation personnel in situations where interpreting services are required.

3. Assuming the implementation of such a position, it is recommended that the Division evaluate it on the following dimensions:

   1. If the results generated by the work of these paraprofessionals are being properly utilized in subsequent evaluation reports and educational decisions

   2. If the paraprofessionals are being encouraged to pursue relevant professional training, and are in fact doing so in satisfactory numbers

II. Services for Rural/Remote Areas in the Context of the Bilingual/Bicultural Child and Special Education Interface

Statewide recognition of the necessity for a resource coordinator's role is advocated. This function is deemed the most appropriate way to improve Special Education services to the school aged children in Arizona's numerous and varied rural/remote areas.

The institutionalization of this responsibility is necessitated by the lack of knowledge about and collaboration with the currently existing agencies and organizations which could provide the needed services to children in Arizona's rural/remote localities. In this sense, the basic problem does not appear to be the lack of available resources, a singularly significant problem. Primarily, it is the present inability to identify and secure support from agencies generally functioning beyond the public special education sphere. There are an enormous number of agencies ready and willing to offer their aid if a concerted effort can be made to identify the needs, contact the appropriate body, and facilitate the service provision process. Considering the present state of affairs and the implicit demands of this task, the role

of coordinating resources requires specific attention. This work should be a major function within an individual's job description but is optimally a position in and of itself. In this context, it must be stressed that these objectives are not seen as achievable merely by adding this duty to one's existing responsibilities unless his/her other job requirements are lessened or redelegated.

A. It is recommended that the position of resource coordinator for rural/remote areas be created at the State Department of Education level, within the Division of Special Education. As a prerequisite, the specialist employed should be experienced in and knowledgeable of service provision to rural/remote areas. It is also desirable that the individual have knowledge of special education and experience in that field.

1. This persons's projected job functions and responsibilities follow:

a. Investigating all potential available resources (funding and/or service) at the federal, state and local/community levels, to meet the unique educationally related needs of children in these areas.

1. In particular, it is deemed essential that long term communication links be established with the Bureau of Indian Affairs and the Arizona Department of Educations's Office of Indian Education. The primary purpose of this proposal is to begin an in-depth discourse about special service provision for Indian children residing in Arizona's unorganized territories. This exchange could eliminate the present confusion about the nature and extent of each agency's responsibility to meet this need and lead to a mutually satisfactory plan to overcome the barriers blocking such progress.

2. The search for resources should not be limited to agencies operating directly within Arizona's public educational system but should also evaluate possibilities in other offices, institutions and organizations, public and private, governmental non-governmental.

b. Working cooperatively with the State Special Education Advisory Board. Related to this function, it is strongly suggested that the State Special Education Advisory Committee establish a permanent subcommittee to study and make recommendations with respect to special education services for rural/remote areas. This subcommittee should include at a minimum, five or six persons having a direct interest in this concern. To the extent practicable, those selected should include parents or community members as well as educators and be representative of the racial/ethnic diversity of the population in Arizona's rural/remote regions. Educators and community members in these areas should be informed regularly of this subcommittee's activities and recommendations.

c. Establishing contacts with various human service entities, alluded to in a above, informing them of the needs in terms of specific child services. Accordingly, an effective liaison relationship should be maintained to facilitate the efforts of these groups when interests interface.

d. Disseminating the acquired information to all local education agencies in rural/remote areas, including "unorganized" districts and non-public or private schools.

e. Consulting in rural/remote areas upon request to:

   1. Discuss and determine ways to better utilize the immediately available resources.

   2. Help secure needed extraneous forms of assistance.

f. Catalyzing an information exchange about model projects and arranging visitation to these or other special educational programs for children in rural/remote areas which could be adapted and implemented in other settings.

g. Maintaining an effective communication flow between the Division of Special Education and individuals coordinating resources in rural/remote regions.

h. Studying current directories of human services available in Arizona, modifying or expanding them as necessary. The final product of this investigation should be published and distributed to the resource coordinators in rural/remote localities.

i. The creation of, dissemination of information about, and responsibility for presenting an inservice/workshop offering for school personnel, parents, community members and other interested parties regarding the alternative strategies and the resources available to better meet the special service needs of children in rural/remote regions.

2. This Task Force recommends that the state resource coordinator be selected with the advice of those known by the State Department of Education to be directly concerned with child services in rural/remote settings.

   a. Consequently, if an affirmative decision about this position is made, the following procedures are suggested in the interview and hiring processes. Individuals, both school personnel and lay, affiliated with public and non-public schools known by the State Department of Education to have an interest in this area, should be notified of this action and asked to submit the name or names of qualified persons for this position. This action would help to ensure that the phases of recruitment and initial screening of candidates are done taking into account the opinions of persons most likely to be the primary consumers of these services.

b. During the final stage of selection, it is recommended that an advisory committee, as representative as possible of those asked to nominate candidates, be formed to consult with State Department personnel.

B. In accordance with the resource coordination function, the Task Force advises that the Division of Special Education encourage and support attainment of the following goal as stated in Arizona's Children, May, 1975, a publication of the Governor's Advisory Committee on Community Coordinated Child Care (4C).

> "The state, local and voluntary agencies and organizations which offer child health, development and habilitative services must coordinate their efforts and resources in order to avoid the current fragmentation of services and duplication of administrative effort." (Page 10)

III. Additional Recommendations

A. It is recommended that the Division of Special Education assist local education agencies in the development of necessary forms and the provision of interpreters for language communities which make up a small proportion of the total population which they serve.

B. It is recommended that cross categorical special education teachers and consultants (those possessing competency in more than one area of exceptionality) be utilized in rural or remote areas where childrens' handicapping conditions may be varied and small in number, but still require special assistance.

C. Investigations should be conducted and subsequent recommendations made concerning the possibility of consolidating the required special education forms, including those for referral, evaluation and placement.

D. Certification of paraprofessionals should be given serious consideration. As a long term goal, this is intended to help define throughout the state of Arizona what an adequately trained paraprofessional is, and to provide an incentive for further paraprofessional education, not to immediately exclude those who do not meet certification standards.

E. The Division of Special Education should gather and provide information to local education agencies regarding the names, addresses, qualifications, and languages spoken of bilingual psychologists and education specialists within the state of Arizona.

F. Information should be disseminated by the Division of Special Education with regard to the intent and specifications of the Guadalupe Decision and other legal mandates which impinge upon the bilingual/bicultural child and special education interface. This product should be available bilingually.

RECOMMENDATIONS TO

COLLEGES AND UNIVERSITIES IN

THE STATE OF ARIZONA

I. Training Needs

A. Bilingual education, special education, and other concerned departments should cooperatively explore initiating a training program for bilingual/bicultural special education teacher consultants.

1. This program could be offered at the bachelor, master, and doctoral levels.

2. As a final phase of training, a "consulting internship" might be required.

3. Every effort should be made to actively recuit persons for this program from bilingual/biculutral backgrounds, drawing from:

a. students presently attending, or planning to attend colleges or universities;

b. paraprofessionals and professionals currently working in public schools, offering a "career ladder" incentive approach.

4. Required courses should be designed so that individuals who posess certain skills (such as profiency in a second language) have the opportunity to demonstrate them without the requirement of enrolling in designated classes.

5. In order to meet immediate needs, those currently having primary training or experience in one of the basic disciplines (bilingual or multicultural education, or special education) should be offered training to familiarize them with the second area. These persons, pursuitant to this training, could function provisionally as bilingual/bicultural special education consultants. A final portion of this training could be a short, supervised consulting internship experience.

B. Courses should be developed for teachers and supportive personnel who are or will be working with bilingual/bicultural and/or handicapped children.

1. Cultural and linguistic training should be done simultaneously.

2. While acquistion of skills per se in these areas is necessary, also of great importance in the training program are experiences which develop cultural and language sensitivity.

3. Training programs should be on-site/off-site depending upon the needs in a given area.

4. Competency levels should be established and, correspondingly, individuals trained for positions at the bachelor, master, and doctoral levels.

C. A course should be developed, in cooperation with those local education agencies requesting it, which provides preparation for, the arrangement of, and subsequent reflection about guided experiences where school personnel are allowed to live with a family or work for a specified period of time in a bilingual/bicultural community. (As recommended in Section III, F, 2 and 3 of "Parent and Community Involvement".)

RECOMMENDATIONS TO HUMAN SERVICE AGENCIES INTERESTED IN THE BILINGUAL/BICULTURAL CHILD AND SPECIAL EDUCATION INTERFACE

I. It is recommended that Human Service organizations in the state of Arizona create school child advocate positions, for the purpose of helping to protect the rights and interests of bilingual/bicultural students, in the context of the public schools. Persons in these positions could perform the following functions:

A. Serve as a liaison between the parents/community and the school.

B. Help to facilitate parental input concerning their child's education.

C. Encourage school personnel to consult with and gain input from children regarding educational decisions which directly effect them.

D. Inform parents and children of their legal rights. As well as doing this verbally during interactions with those being served, information might be presented in the form of a handbook or brochure published by an organization so inclined.

E. Ensure that referrals are being followed up according to legal and administrative requirements.

F. Provide information to the parents and community regarding school situations.

G. Help to further the bilingual/bicultural interests in the schools.

1. Stress its importance to parents/community.

2. Help to include parents/community members as resource persons in the schools.

H. Assist parents in conducting independent evaluations of school personnel job performance.

I. Aid students, parents, and community members in specifying and resolving complaints or problems related to the school context.

J. Accompany parents during interactions with school personnel, if they desire this.

II. For those agencies offering child advocate services, it is strongly believed that individuals so functioning should remain in an advisory capacity to parents and children. The advocate should be vigilant not to assume the parent's or child's ultimate decision making responsibility, with respect to the questions being pondered.

APPENDICES

APPENDIX A

ITEMS FOR FURTHER TASK FORCE ATTENTION

As determined by those attending the February 26-27, 1976 Task Force meetings, four new committees were established to investigate additional considerations which need attention in order to make more realistic this collectivity's recommendations. Task Force participants indicated which of these, if any, they desired to serve on.

One of these groups will act in an oversight and advisory capacity. They will consult with the Task Force coordinator regarding the establishment of specific priorities for the follow-up activities taking place. As well as the need arises, members of this committee will assist the coordinator in making certain policy decisions (such as whether or how to study issues not previously given attention) which relate to the Task Force activity.

A second committee has been formed, charged with two basic responsibilities. The first is to review assessment devices for the bilingual/bicultural child. The second is to make specific recommendations to the Division of Special Education about developing and offering a training module for bilingual/bicultural paraprofessionals who would function as assistants to evaluation personnel in the schools. A rough draft manuscript titled, "Philosophy Statement and Review of Specific Assessment Procedures and Devices," has been prepared for dissemination to this committee. At this point, participant feedback is being requested by mail. It is hoped, however, that a conference can be called during the fall of 1976 for purposes of obtaining the best responses possible.

A third committee is designed to begin an extensive analysis of funding sources available to help administrators satisfy certain Task Force recommendations. This activity is intended to identify resources which may not be immediately within the knowledge system or grasp of school personnel. In conjunction with this work, an alternative funding concept has been proposed and is being reviewed by members of this committee. Appropriate future action will be determined based upon their evaluation of this idea.

The fourth and final committee was organized to help determine the most appropriate avenues and formats for making information about the Task Force's work available to the public. This group will also help to draft formal correspondence to elements with whom the Task Force hopes to exchange information and work cooperatively. The major targets of such an attempt at this time are the colleges and universities in Arizona.

Other committees may be established as deemed necessary via consultation with Task Force personnel, particularly those on the Oversight/Advisory Committee.

Department of Education Action Regarding Identification Model Task Force Recommendations

In consultation with Jon Moser, Task Force Coordinator, the Arizona Division of Special Education is presently conducting a comparison of this document with relevant laws and regulations on the federal and state levels. From this analysis, along with further communications between Division of Special Education and Arizona Diagnostic Development Project personnel, a decision regarding how the Department of Education will respond to these Task Force recommendations is expected.

APPENDIX B

Self-Administered Due Process Guide

Routine Procedures	Yes	No
1. Are evaluation (including testing)* and placement staff aware that prior to conducting an individual evaluation, written parental permission must be obtained?	___	___
2. In the request for parental permission to individually evaluate a child, does the staff explain to the parents		
-the evaluation (including testing) procedures to be used?	___	___
-why an evaluation is needed?	___	___
-what the evaluation hopes to accomplish?	___	___
-limitations of the evaluation?	___	___
-how the obtained data will be used?	___	___
3. Procedures have been established to ensure that all evaluations will be as racially or culturally non-discriminatory as possible including		
-selection of instruments?	___	___
-administration of instruments?	___	___
-selection of administering personnel?	___	___
-interpretation of obtained data?	___	___
4. Have provisions been made to notify parents that they have the right to examine all relevant records regarding the identification, evaluation and educational placement of the child?	___	___
5. Have procedures been adopted to name one school person to serve as the major contact person between the schools and parents?	___	___
6. Have procedures been instituted to communicate all correspondence and procedures in the parent's native language including the use of readers and interpraters if needed?	___	___
7. Are parents informed as soon as a child is identified as possibly needing special education services?	___	___
8. Are the parents advised orally and in writing that the schools have a responsibility to provide an appropriate education for their child?	___	___

*Throughout this guide, the term evaluation includes individual testing.

	Yes	No
9. Are parents invited to be participants in all education planning meetings for their child?	___	___
10. Are parents given the opportunity to bring a friend or professional with them to all education planning meetings?	___	___
11. Are attempts made to schedule all educational planning meetings at a time convenient for both parents and school personnel?	___	___
12. After a child has been evaluated and a special placement has been recommended, does the chairperson of the evaluation and/or placement teams have responsibility to tell the parents, both orally and in writing		
-the results of the evaluation and the recommendation made?	___	___
-the specific objectives to be achieved in the recommended placement?	___	___
-an explanation of why the recommended placement is the least restrictive learning setting for the child?	___	___
-the implications of the proposed placement, including the expected general educational achievements of the child and possible career goals?	___	___
-the alternative placements available to the child?	___	___
-that the placement decision will be reviewed periodically, at least annually?	___	___
13. Does the placement team or chairperson attempt to communicate to parents in understandable language?	___	___
14. Are the parents provided with a written copy of the placement recommendations and the specific education program proposed?	___	___
15. Are parents informed orally and in writing of their right to obtain an independent evaluation of their child at public expense if necessary and present those findings to the public schools?	___	___
16. If so, are parents advised		
-to contact a local/state parent's group?	___	___
-of the location of local/regional/state facilities that can conduct evaluations?	___	___
17. If the parents indicate that they do not agree with the proposed placement, is a genuine effort made by the school to explain, orally, its position and to show the parents why the proposed placement is the best one for the child?	___	___

	Yes	No
18. Are parents informed orally and in writing of their right to a formal hearing if they contest the school's recommendations?	___	___
19. Are the steps to be taken to exercise that right fully explained to parents?	___	___

Prior to the Hearing

1. Are parents informed in writing of the role of the hearing officer(s) including		
-the responsibility to hear both sides?		
-a limit on evidence to that presented at the hearing?	___	___
-the responsibility of making a decision in keeping with the child's best interests?	___	___
-the responsibility to engage in fact finding?	___	___
	___	___
2. Are parents informed in writing that they have the following rights-		
-to bring counsel, friend, or expert witness?		
-to examine all school records upon which the school made its placement decisions?	___	___
-to request that certain school personnel be present at the hearing and of their right to examine the school's witnesses?	___	___
-to choose if they want an open or closed hearing?	___	___
-to present findings from an independently conducted evaluation?	___	___
	___	___
3. Are parents informed in writing that a record of the hearing would be made available to them upon request?	___	___
4. Are parents informed about when they will be notified of the hearing decision and about the subsequent recourse available to them?	___	___
5. Are parents advised orally and in writing that they have the right to appeal the decision of the hearing officer(s) and of the procedures that are to be used?	___	___

This guide was developed by the Special Education Administrative Policy (SEAP) Manuals project of the State-Federal Information Clearinghouse for Exceptional Children of the Council for Exceptional Children in part pursuant to a grant from the Bureau of Education for the Handicapped, United States Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the United States Office of Education and no official endorsement by the United States Office of Education should be inferred.

January 1, 1976

I. Identification of Student's Primary or Home Language.

The first step to be included in a plan submitted by a district found to be in noncompliance with Title VI under Lau is the method by which the district will identify the student's primary or home language. A student's primary or home language, for the purpose of this report, is other than English if it meets at least one of the following descriptions:

A. The student's first acquired language is other than English.

B. The language most often spoken by the student is other than English.

C. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

These assessments (A-C, above) must be made by persons who can speak and understand the necessary language(s). Then the district must assess the degree of linguistic

function or ability of the student(s) so as to place the student(s) in one of the following categories by language.

A. Monolingual speaker of the language other than English (speaks the language other than English exclusively).

B. Predominantly speaks the language other than English (speaks mostly the language other than English, but speaks some English).

C. Bilingual (speaks both the language other than English and English with equal ease).

D. Predominantly speaks English (speaks mostly English, but some of the language other than English).

E. Monolingual speaker of English (speaks English exclusively).

In the event that the student is multilingual (is functional in more than two languages in addition to English), such

assessment must be made in all the necessary languages.

In order to make the aforementioned assessments the district must, at a minimum, determine the language most often spoken in the student's home, regardless of the language spoken by the student, the language most often spoken by the student in the home and the language spoken by the student in the social setting (by observation).

These assessments must be made by persons who can speak and understand the necessary language(s). An example of the latter would be to determine by observation, the language used by the student to communicate with peers between classes or in informal situations. These assessments must cross-validate one another (Example: student speaks Spanish at home and Spanish with classmates at lunch). Observers must estimate the frequency of use of each language spoken by the student in these situations.

In the event that the language determinations conflict (Example: student speaks Spanish at home, but English with classmates at lunch), an additional method must be employed by the district to make such a determination (for example the district may wish to employ a test of language dominance as a third criterion). In other words, two of the three criteria will cross-validate or the majority of criteria will cross-validate (Yield the same language).

SECTION I

TASK FORCE FINDINGS SPECIFYING REMEDIES

AVAILABLE FOR ELIMINATING PAST EDUCATIONAL

PRACTICES RULED UNLAWFUL UNDER LAU v. NICHOLS

OFFICE FOR CIVIL RIGHTS, SUMMER 1975

APPENDIX D

MEDICAL EVALUATION FOR SPECIAL EDUCATION

by
Dr. Pearl Tang
Maricopa County Health Department

An adequate medical evaluation is essential to the proper screening, diagnosis and educational prescription of the child considered for special education.

It should be conducted by a pediatrician with experience in developmental disabilities. The referral for evaluation should indicate the nature of the problem for which a medical evaluation is requested.

In addition to parental interview, the pediatrician should have the opportunity to confer with the teacher and psychologist and gather their observations of the child and his problem.

The medical assessment must entail a study of the child's personal, familial and environmental history. The mother's prenatal history, the obstetrical delivery, perinatal events, and the infant's condition at birth and during the early days of life may be important factors. Other events of value to the medical examiner would include information on the child's growth and development since infancy, state of nutrition, history of illness, accidents, developmental milestones and behavioral patterns must all be considered.

When possible, screening tests to detect the existence of vision, speech and hearing defects should be routine. A medical examination should confirm or exclude the presence of a defect.

It should seek to detect or exclude the existence of other health problems which may affect the child's ability to function. The extent of any handicap should be assessed. Medical records from other sources should be obtained when necessary. Resources for special laboratory studies, x-rays and specialist consultation should be available when indicated.

The child's current state of health, nutrition, growth and development and function are important factors of consideration to any educational plan being developed.

The medical evaluation should include recommendations for possible remediation, or institution of measures to minimize the handicap and improve function. Plans for future medical assessments should be made.

Confidentiality of medical records should be maintained. However, the pediatrician should discuss pertinent information and recommendations to guide and assist the parents, teachers, or psychologist working with the child.

The opportunity for sharing of information promotes greater understanding of the child and his needs, and encourages cooperation of all disciplines working towards a common goal.

APPENDIX E

ADAPTIVE BEHAVIOR EVALUATION

Adaptive Behavior is defined as " . . . the effectiveness of an individual in coping with the natural and social demands of his or her environment." (From Page 5, American for Mental Deficiency Adaptive Behavior Scale Manual, 1974 Revision)

Various interview formats are or will soon be available for this purpose (i.e., The American Association for Mental Deficiency's Adaptive Behavior Scale, the System of Multicultural Pluralistic Assessment by Dr. Jane Mercer). The degree of applicability of these devices is largely dependent upon the cultural background of the child being evaluated. This potential limitation should be taken into account as a district devises its own system of assessing this domain.

It is suggested that school personnel consult with members of a particular ethnic or racial community within the district in the development of procedures to estimate adaptive behavior for that group. This might be a function of the Special Education Advisory Committee if sufficient numbers of a given racial/ethnic group make up the membership. It may be that a particular district will decide to totally utilize a system developed by themselves, to use formally constructed scales in combination with their own techniques or to rely completely upon a formally constructed scale.

(NOTE: The Task Force does not consider items of the Vineland Social Maturity Scale or similar devices to be sufficiently extensive or specific to subcultures of the United States to constitute a thorough adaptive behavior evaluation. These may be appropriate in combination with supplementary procedures, however.)

I. Guidelines for an Adaptive Behavior Evaluation

A. This should be accomplished by both:

1. An interview with the child's principal caretaker, in the home if permission for this is granted

a. Every effort should be made to make the interviewee comfortable during this session. Variables such as rapport establishment, age, sex and dress of the interviewer can have a substantial effect on the quality of such an interaction and should be given attention. Every attempt should be made to communicate with the caretaker in the language or colloquial manner in which (s)he is most confident and capable.

2. Observations of the child outside of the classroom in the school or home environment

B. In conducting this evaluation, the following are important to consider:

1. Information should be obtained regarding the child's current behavior.

2. Specific behaviors of the child should be recorded.

3. The child's performance in particular social roles other than that of student should be determined, including the following contexts:

   a. family

   b. peer group

   c. community

   d. consumer

   e. self maintenance

   f. non-academic school

4. The child's functioning in each of the above roles should be evaluated in relation to the values and cultural context of his environment.

   a. Do the reported or observed behaviors fail to satisfy, meet or exceed the expectations of his/her environment?

   b. Within this cultural context what behaviors could be judged as strengths, average abilities and weaknesses of the child?

5. To what extent does this adaptive behavior substantiate or contradict other data gathered in the comprehensive evaluation?

APPENDIX F

UNRESOLVED TASK FORCE ISSUES

The following two issues have not received Task Force member consensus, and thus will be stated in terms of the basic pros and cons as presented by the participants. Local districts are encouraged to respond to these questions in a manner which is consistent with their philosophy and unique needs.

1. Initial Review of a Special Education Placement

Opinions vary among Task Force members regarding whether the first review of a decision to place a child in special education should be within 30 or 60 calendar days after its initiation. As is apparent in VII,C, 3 of "Guidelines for Child Centered Processes Related to the Consideration for or Provision of Special Education Services", this guideline has not been provided in the form of a single time span. Rather it is suggested that the initial review occur within 30 to 60 days.

Those in favor of the 30 day limit argue that the child's new instructor deserves consultation relatively soon after the placement to ensure that the educational objectives and strategies are being realized in the manner intended and that needed modifications in any less than appropriate portions can be devised, with minimal loss of time or effort.

Persons favoring the 60 day period stress that it is a logistical impossibility within 30 days to schedule reviews for most, if not all, of the children placed in special education. Secondly, it is held that a span of around 60 days gives the receiving teacher a better chance to know the child and to fully implement and evaluate the educational plan.

2. The Proffer of Stipends to Parents

Some Task Force participants have advocated that for interactions between parents and school personnel which pertain specifically to their child's educational program and which occur subsequent to referral, the parent be offered a stipend. In these instances, the parents would function as paid consultants and school personnel would have the right to assign them reasonable responsibilities to facilitate the child's educational progress.

Proponents embracing this concept point out that it is often an economic hardship for low income parents to break away from job or child rearing responsibilities to attend such sessions when they are scheduled. In addition, they believe that this procedure would help make the parent a more active, involved contributor in these situations. Finally, they hold that it can lead school personnel to place more emphasis on the parent role in the ecological process of child development and to better utilize the extensive fund of information which the parent has regarding the child, when making and implementing educational decisions.

Persons contrary to this preceding point of view see this type of involvement as a responsibility which should be assumed by all parents in raising a child, not something like a job, worthy of compensation.

A second opinion, different, but none the less in objection to this idea, is that parent behavior would be too controlled and restricted for fear of school personnel withdrawing the monetary reinforcement should parents disagree or ambitiously voice their true opinions.

"END OF DOCUMENT"